

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. VII.—No. 2.

ST. LOUIS, FEBRUARY, 1874.

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Vol. VII—No. 2.

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## TABLE OF CONTENTS.

	PAGE
Participation the Essence of Spiritual Life.....	5
School Management—(continued).....	4
Vocal Culture, II.....	5
Colleges and High Schools.....	5
The Henry Ames School.....	6
Mental and Written Arithmetic.....	6
Organs.....	7
That Rag is a Dollar.....	7
Something Barbarous.....	7
Still They Come.....	8
More of Them.....	8
A Jury of Forty Millions.....	8
Perhaps Not.....	8
Education vs. Crime.....	9
What Do We Stand On.....	9
Work Done and Well Done.....	9
Neglect of Duty.....	9
From the States.....	10-11
Missouri Normal School.....	11
Book Notices.....	12
Farmers' Wives.....	12
Cream from our Exchanges.....	12
Talk it Over.....	13
A Matter of Taste.....	13
Our Teachers' Bureau.....	13
Agassiz' Successor.....	13
New Music.....	13
Special Notices.....	13-14
New Advertisements.....	14

## PARTICIPATION, THE ESSENCE OF SPIRITUAL LIFE.

A SPEECH made at the opening of the new reading room of the Public School Library, in St. Louis, Jan. 6th, 1874, by Wm. T. Harris.

**LADIES AND GENTLEMEN:**—When this library was founded, Mr. Divoll, who conceived its idea and worked out its realization, enunciated its functions in the following words:

*First.* Our system of education, though admirable in its plan and exceedingly effective within its proper sphere, nevertheless embraces only the mere elements of learning, and stops just so soon as the foundation of education is laid; and

*Secondly.* This system demands something supplemental to it that shall serve as a means of culture and improvement, accessible to all and available through life. In a word, these libraries are necessary to enable the youth of the land to complete the superstructure of their education."

This library as then organized admitted all persons without distinction to its privileges as readers, but discriminated in favor of those who had at some time in their lives been connected with the St. Louis Public Schools, so far as the government or direction of the library was concerned. In 1869, when the Board of Public Schools became the owners of the library, it became strictly a public library, without distinctions in its elective suffrages, except in regard to age. Seven members of the Board of Managers are annually elected by such life members of the library as have attained the age of eighteen years. The payment of twelve dollars, within three years, in installments varying from one to four dollars—if the member so prefers—entitles one to receive a certificate of life membership. This latter provision has never been changed since the first organization of the library after the charter was granted.

Children are taught how to read—how to study—how to use the printed page. The library should furnish the *what* to read. This simple proposition was the idea of the founder of this library. Taken in the broad sense in which he intended it, it may be restated so as not to seem narrowed down to an application to school chil-

dren. If children while at school learn how to use the library in their after years they will continue their education indefinitely by means of its opportunities.

Considering the fact that America has no titled nobility, and no system of inheritance that can confluence the possession of wealth within the grasp of particular families, it may be said with at least a show of truth that here in America all are laborers; all have to labor for the means of subsistence. Even the heir to the greatest fortune must labor hard to save it. It is related of Wm. B. Astor, whose exertions have saved and increased the immense patrimony which he received, that he replied to one who congratulated him upon the possession of such vast estates, by pointing to a large safe filled with deeds, leases and bonds, and asking, "Would you like to have the care of all that simply for your board and clothes?" It was "board and clothes" simply, so far as epicurean enjoyment was concerned. For the management of real estate engrosses one with petty cares, and effectually prevents the easy life of indulgence which one is apt to associate with wealth. Although he lived in a palace and dined like an emperor, what were all this to the worried mind of a Vanderbilt or an Astor but simply board and clothes? Thus from the foremost rank in American society to the rearmost, each and all are forced to labor if they are to obtain and preserve the means of subsistence. Hence, again, there is, properly speaking, in this country no stratum of simply learned men, no stratum of men of leisure. And there is, we are thankful to say, no stratum of simply ignorant men. Our vast, boiling cauldron of social life is restlessly and resistlessly pouring the individuals of one stratum through all the others. Our individual labors all tend to bring the possibility of amelioration within the reach of the lowest.

It happens, therefore, that we do not isolate from the rest a class of people that are to attend specially to the acquirement of knowledge. Every man should acquire knowledge, according to our theory. If one of a

few, then he should go from school to school, and on through the college and university, spending, it might be, his thirty years before he completed his education, and after this to withdraw to his cloister and in reading, meditating and writing spend the rest of his days. Our ideal demands that there shall be a short but intense school life—the youth learning therein how to use the printed page, and to master readily its contents—then at an early age a busy life, each one mingling in the wholesome atmosphere of civil society, and contributing to the productive industry of his time. This is not all. Such combination of each with all in the labor of producing the means which civilization demands, yields to each one in a greater or less degree the opportunity for self-improvement—for the direct, active participation of the humblest individual in the highest life of the race! This highest life is reached in the forms of science and art, of literature and religion. In these forms are mirrored the image of the great EVENT that moves at the bottom of the world and sums up all of our endeavors and aspirations, be they great or small, done in darkness or done in light. In the science and literature, in the religion, and even in the social and political combinations, we see the reflection of what we are and what we do as individuals. But of far deeper import to us than this is the fact that we see in them the reflection of the deeds of society as a whole, of the nation as a totality, of humanity as a still more general tendency, and finally we catch glimpses of the Divine purpose that lies deepest of all.

To the questions: What is the use of all this reading? What good does it do to study into all of these impractical subjects? Why should our best years be spent in studying Greek and Latin—languages that have been dead for centuries? Or why should one wish to learn more than his trade or profession requires? Or the oft-repeated question: Is not novel reading deleterious? I venture to reply: What *is* use at all? The final cause of human life is not simply the devotion of it to use, even though the achievement of that final cause absolutely requires of us all, much devo-

tion to usefulness. The essential in human life consists in the PARTICIPATION by the individual in the life of the whole. Hence, mere labor and toil as such—mere devotion of my life and yours to the labor of supplying the wants of humanity, is all a delusion to us unless we in turn participate in the fruition of the whole. Now take notice of the manner in which this participation is accomplished and in what it consists. It is not alone in the fact that each one of us labors for society and society in turn gives us back food, clothing and shelter. That alone would have the FORM of a participation in the life of the whole. But by itself it would be only a form, a lying phantasm, a *мага*, an *illusion*. For the real fact would be that you and I and all of us as individuals were prisoned here in the flesh, and that we made all of this laborious combination, simply to supply our animal wants of food, clothing and shelter. What, then, is the content of this form? What *essential* participation is there which has in it the power to make us *whole* in our innermost and spiritual selves? It lies in our participation in the rational intelligence of humanity. As laborers in productive industry, we each produce particular things; we elaborate what is perishable into perishable articles of food, clothing or shelter. But in our spiritual participation with mankind we *receive ideas and aspirations* which are not perishable. For participation in an idea, instead of devouring the idea and destroying it, rather makes the idea more potent. The one who communicates an idea to his fellow man knows it better for having communicated it, and the one who learns it, instead of depriving any one else of his share of it, thereby assists others to share it. It is the miracle of the feeding of the multitude at the sea of Galilee. Man does not live by bread alone. The secret of all his movements is that deepest necessity to see himself reflected in the world of matter and in the world of man. Not his finite bodily existence—that is not what he wishes to see reflected. It is his infinite nature, his reason, that which makes him—a puny individual—potentially all mankind; that which makes the soul of the weakest a somewhat of infinite worth. To reveal this rational nature that works in me as an individual and still more visibly in society as a whole, or in the movements of the World-History—is the final cause of our struggles.

Even the most materialistic science of our time hastens to assure us that we should not seek the individual in his narrow environment of the now and here, but that we must study it in its history. Its presuppositions are needed to make it intelligible. Only in its perspective can we see it as a whole. If man does not know nor feel his existence he cannot be said to live it. The humblest piece of dirt beneath our feet pulsates with vibrations that have traveled hither from the farthest star. But the clod does

not know nor feel its community with the universe of matter. Unconscious of its existence, that community does not exist for it, and it is all the same as though it *were* not. It is *conscious* communion with one's existence that makes it ours. The man who does not know his history nor the history of his civilization does not consciously possess himself. When the scholar learns his presuppositions and sees the evolution afar off of the elements that have come down to him and entered into his being and life and made the conditions which surround him, and the instrumentalities which he must wield—then he begins to know how much his being involves, and in the consciousness of all this he begins to be somebody in real earnest. He begins to find himself. Thus for ages the mind of the youth has been trained in the schools on the two dead languages, Latin and Greek. For the evolution of the civilization in which we live and move and have our being issued through Greece and Rome on its way to us. We kindled our torches at their sacred flames. The organism of the state, the invention of the forms in which men may live in a civil community—did not these come from Rome, and do we not live Roman life to-day in our civil and political forms? Our scientific and aesthetic forms—do they not all speak the Greek language of their ancient home to this very day? Meet it is, therefore, that the modern education leads at once the pupil to the great doors of the East, and bids him see the first stages of his evolution. Nay, is it not meet that the Church points to Judea as the still deeper spiritual presupposition of the ideas that underlie our civilization? Not merely an acquaintance such as one gets by reading history or the literature of those peoples as translated into our own tongue, but such an immediate contact with them as one gets by learning their languages—the clothing of their inmost conscious being.

If participation with the highest life—such as gets embodied in Art, Religion and Science—is essential to every human being, in order that he may realize in himself his humanity and distinguish himself from the brute animal, then the means of this participation are essential to man, and their establishment is to be regarded as the highest deed in the practical world. To this end the invention of letters, of movable types, the printing press, the telegraph, the daily newspaper, the book, the library and the reading room all contribute.

So long as life exists in the body, each individual drop of blood performs its regular pilgrimage to the heart, its Mecca, for purification and participation in the life of the whole. Just so each individual of humanity must periodically come into communion with the whole, in order to assure himself of his substantial spiritual existence. He must, by this means and in this manner, become visible to himself.

It is on this occasion that we dedi-

cate this new reading room for the uses of this library. The old one had long since become too small and inconvenient for our enlarged purposes. Here, therefore, we dedicate a temple to the communion of man as an individual, with man as a generic existence. Here each one may participate in the wisdom of the Race through the windows of the printed page. Here one may see the aesthetic reflection of the sentiments and deeds of his kind in the pages of a novel or a poem. Here one may realize a more intimate communion with Reason in the study of Science and Philosophy, or with the serious phases of devotion by the aid of religious writings and Scriptures.

These thoughts are herewith presented, with the hope that they are not inconsistent with the occasion nor inharmonious with the sentiments of those present.

### SCHOOL MANAGEMENT.

BY J. BALDWIN.

#### II. Organization.

SUCCESS is conditioned by efficient organization. Failure results largely from defective organization.

#### PREPARATORY WORK.

This may include plan of work and *The Contract with the School Board*.—In addition to the usual specifications, it is important that the Board agree to the following items:

1. To furnish abundance of good fuel in good condition. This will require a suitable building in which to store the fuel. The neglect of this item occasions an immense waste of time, besides much suffering and much sickness.

2. To pay for janitor work. Pupils cannot be required to make fires and sweep the house. This is no part of the teacher's duty. It devolves upon the Board to employ and pay a janitor. In all graded and high schools it is thus managed. Only the underpaid and over-worked country teacher is compelled to serve as janitor. The custom is a serious evil, and like that of boarding round, should be abandoned. It is bad economy. A small sum paid for this work to some worthy boy, is money well spent. It leaves the teacher all his time for preparation and school work.

3. To furnish good black-boards. The board should be about four feet wide, and should extend entirely around the room. Liquid slating is the only material that can be relied on to make a good board.

4. To supply suitable apparatus. A teacher must have the necessary implements with which to work. The essentials for every school are: 1. A programme clock. 2. A small bell. 3. An unabridged dictionary. 4. Reading charts. 5. Geometrical forms. 6. Numeral frame. 7. Globes. 8. Outline Maps. 9. A small cabinet. 10. A small library. The cost is about \$100. The value to a school is very great. With a school room well heated and ventilated, well seated and well supplied with black-boards and appa-

tus, four months of school are better than six in school rooms as generally found. *It pays.*

5. To authorize the teacher to suspend. The teacher ought to govern the school. Let the suspended pupil call a meeting of the Board, if he will. The Board is almost absolute. The teacher derives his power mainly from the Board. The teacher should be held responsible for the successful management of the school.

#### PLAN.

The week before school opens may be spent by the teacher among his patrons to great advantage.

1. To see that the building is put in the best possible condition. What the teacher does not do or manage to have done, will usually be left undone.

2. To see that the black-boards and apparatus are ready for use, and the seats in good condition. Insist upon having good seats for the *health* and comfort of your pupils.

3. To enlist his patrons in his plans. They will gladly aid him when they see that he means business; that he is not afraid of extra work; that he esteems success much more than money.

4. To see that the books, slates, etc., are ready for the pupils at the beginning of the school. Precious time and much annoyance may thus be saved.

5. To arrange a programme. He may ascertain the work to be done during the term so fully as to enable him to prepare a programme that will require but little change.

6. To secure a good boarding place. The teacher needs much time for preparation and study. He should have a room entirely to himself. *Growing* ladies and gentlemen are the only ones fit for teachers. Growth implies study; study implies facilities.

7. To secure a large attendance at the beginning. When at all possible, each pupil should be in attendance on the first day. No effort to this end should be spared.

#### FIRST DAY.

This is by far the most important day of the term. The judicious teacher will be present at least an hour before the time for opening.

1. To see that all is in readiness. The house should be clean and warm. The furniture and apparatus should be arranged for use.

2. To welcome the pupils. A few kind words spoken to each one on entering the school-room will be powerful for good. First impressions are lasting.

3. To preserve order. While cheerful conversation and laughter will be encouraged, no rude or boisterous conduct must at any time be permitted in the school-room.

#### OPENING EXERCISES.

Much depends upon these. They should be short and interesting.

1. *Welcome address.* This may occupy from one to three minutes. You are glad to meet your pupils. You desire to do all you can for them. Do they wish to learn? Will they try?

2. *Devotional singing.* Ask all to join you in singing some familiar hymn.



3. *Bible reading.* Ask how many would like to have you read a few verses from the Bible. All would. Be well prepared to read from five to ten appropriate verses. Read it reverently, for it is God's revelation to man. It is the standard of morality. It is the Divine lamp, to guide us in the path of truth, duty and everlasting enjoyment.

4. *Prayer.* A short, earnest, extemporaneous prayer is best. The Lord's Prayer, repeated by the pupils and the teacher, is very impressive.

5. *Roll call.* The opening exercises should not occupy more than ten minutes. Attendance should be *optional*. Hence, these exercises should come before roll call, and before the regular time for opening school. In this way the conflict between the friends and opponents of devotional exercises in public schools can be obviated. Let all schools be thus opened daily, and no mathematician can estimate the power for the good of our race that would be exerted by these simple exercises. Teachers can do more for mankind than all other professions combined.

#### SEATING.

1. *Seat with reference to size.* Because of convenience and symmetry, this plan has been generally adopted.

2. *Seat with reference to grade.* Where two or more grades are in the same room, it may be important to observe this direction.

3. *Seat with reference to sex.* The orthodox way is safest for the young teacher; the boys and girls are seated on opposite sides of the house, with a wide aisle between them. Having alternate tiers of boys and girls is found to work well in the hands of a teacher of culture and power. Some teachers secure the best results by having the boys and girls occupy alternate seats.

4. *Reserve the right to change.* It should be well understood that the teacher may have a pupil change his seat at any time, and without question.

a. To accommodate, for good reason.

b. To lessen temptation.

c. To place pupils prone to disorder in the best position to be trained in correct habits.

5. *Make the seating an educational means.* The seating is an embodiment of the teacher's ideal of symmetry and fitness. Let the teacher study profoundly the problem of social and moral culture. It is within his power to render the seating an important educational means.

#### CLASSIFICATION.

Practically, this is one of the most difficult educational problems. Its exhaustive treatment would require a volume.

##### I. Principles of Classification.

1. Organize the fewest possible number of classes consistent with good grading.

2. Rather than to unduly multiply classes, place two grades in the same class. With abundant blackboard, a two grade class can be so managed as to be highly efficient.

3. Classify with reference to scholarship, ability and age.

4. Use reading and arithmetic as the basis for classification.

5. Class a pupil *below*, rather than *above*, his true position.

#### II. ORDER OF ORGANIZING CLASSES.

1. Organize the higher classes first; as, Fourth Reader, Third Reader, Second Reader, &c.

2. Organize the classes in the various branches in the following order: the classes in reading, in arithmetic, in geography, in grammar, in writing, &c. This order will be found to work well, but the teacher must be governed by the circumstances.

#### III. PLAN FOR ORGANIZING CLASSES.

1. Call out such as you think ought to belong to the class. State that you will *promote* such as you find deserving.

2. Give a short, interesting drill. Teach the class how to prepare the lesson.

3. Assign a short lesson, and have the class take seats and prepare it.

4. In the same way organize the next class, and so on until all the classes are organized. Your energy and system will charm your pupils. Order will preclude disorder.

5. Two or three hours will suffice to organize your classes, and to have your school in a good working condition. For a few days, as you become acquainted with your pupils, it will be necessary to make many changes.

#### PROGRAMME, REGULATIONS AND TACTICS.

though necessary to the complete organization of a school, will be presented in separate papers.

This article was prepared with special reference to ungraded schools.

#### VOCAL CULTURE.—IV.

BY S. S. HAMILL.

BEFORE proceeding further with the detailed exercises in vocal culture, a general review of the elements of utterance may not be inappropriate. Until recently the practical belief has been that the ability to read or speak well was a gift, not an acquirement.

No analysis of the subject had been made, and but few teachers were able to detect the radical defects in the utterances of pupils, much less to correct them. Reading books contained a few exercises in articulation, emphasis, inflection, pauses, &c., and these *accidents* were considered the Alpha and Omega of utterance.

Now, however, a more careful investigation of the subject has disclosed the fact that every vocal expression contains six essential elements, viz.: Form of voice, quality of voice, force of voice, stress of voice, pitch of voice, and movement of voice, and that excellence in reading or speaking consists in a proper use of these six elements; that from a combination of two or more of these elements all other attributes of utterance are produced, and that the defects of reading and speaking are almost entirely the result of an improper use of one

or more of these six elements.

The defects in inflection, emphasis, articulation, &c., that weaken or destroy the power of expression are few indeed in comparison to the defects in quality, form, stress, pitch, force and movement. And yet it is, perhaps, safe to affirm that nine teachers of every ten and ninety-nine speakers of every hundred can neither define nor illustrate Form, much less give it application to the various styles of thought. How one can read correctly or teach others to read correctly, a selection the elements of which he does not understand practically or theoretically, is a mystery yet unsolved. No one would presume to sing a tune, ignorant of the notes composing the tune, and yet to read without knowing the elements of utterance is quite as difficult.

That these elements of expression exist and are observed by all who have attained distinction in this department, all will admit who have attentively observed.

Booth, Murdoch, Barret, Siddons, Cushman, all read pathos with effusive form, pure tone, subdued force, medium stress, low pitch, and slow movement; didactic thoughts with expulsive form, pure tone, moderate force, radical stress, middle pitch, and moderate movement; and this they do because it is in harmony with the principles of nature—principles established by the Almighty himself “when the morning stars sang together and all the sons of God shouted for joy;” principles still exhibited by Him in every bird that carols its joyous song of praise to its Maker, in every hissing serpent that crawls upon the ground, in every sighing breeze that murmurs among the branches, and every angry, roaring tornado that sweeps across our prairies. That which constitutes the difference in the reading of these distinguished artists is not in the use of different elements, but the grouping of the same elements.

To read aright, we must determine and then employ the appropriate elements of utterance.

State Normal, Kirksville, Mo., Jan. 20, 1874.

#### “COLLEGES AND HIGH SCHOOLS.”

Editor American Journal of Education:

THE article in your last issue with the above title is worthy of careful perusal. Some of the suggestions are striking, and hint at what ought to come to pass speedily. It is a good theme to talk about. But who can say when the dawn of the good day shall begin?

It is certain that the desired consummation will not be delayed by reflection and discussion.

The *desideratum* seems to be, graduation direct from the High School to the College.

It is very plain that for the “continuous gauge,” two or three changes would be necessary. Either the standard of the college requirement must be lowered—a thing to be deprecated—or the standard of the High School must be elevated to meet that requirement. Or, both institutions must modify the curriculum.

But it will hardly answer for any college in the land to lower its standard. The difficulty has been to get it up. Raising the standard has been the aim of the best educators. Upward, not downward, is and may well be the motto all over the land.

Can we hope for and expect the High School to raise its standard and extend its list of studies so as adequately to meet the demands of our first class colleges? (And our measure of the demand in this regard ought to be the best, not the poorest, colleges.) Such a standard would interfere with the present system of the under-departments of our graded schools.

We will acknowledge that if the Grammar department be placed two years in advance of its present position, *ditto* the Intermediate, and so on down the grade, thus making the standard of fitness for entering the school at the outset proportionally high; then, indeed, we might look for something like the “continued gauge.” How is it?

The High School is quite a different institution from the true preparatory school, academy or classical school. The demand is too general; it is not specific enough. However good many of the branches taught in the High School may be for a business young man, they cannot be brought into the course of immediate preparation for that which is essential to a “thorough education,” and which, according to the opinion of the most learned and best educators, or rather disciplinarians, consists mainly in that special training which the classics afford.

If this special requirement in the languages be a correct standard of demand as a stepping-stone to the college, then the average High School is far from taking the place of the academy.

In former years—we cannot speak so fully of the present comparison—Phillips Academy sent forth graduates better trained than those of half the “colleges” of the land. It is true that the standard of nearly all the colleges has been placed much higher in recent years.

But just here it might well be asked if the standard of the High School has been raised in any similar ratio?

Probably not. Hence, the day of the “continuous broad gauge” is yet put off.

Further, the High School teacher is not adequate to the task of fitting young men or women for college, unless he be a college graduate himself.

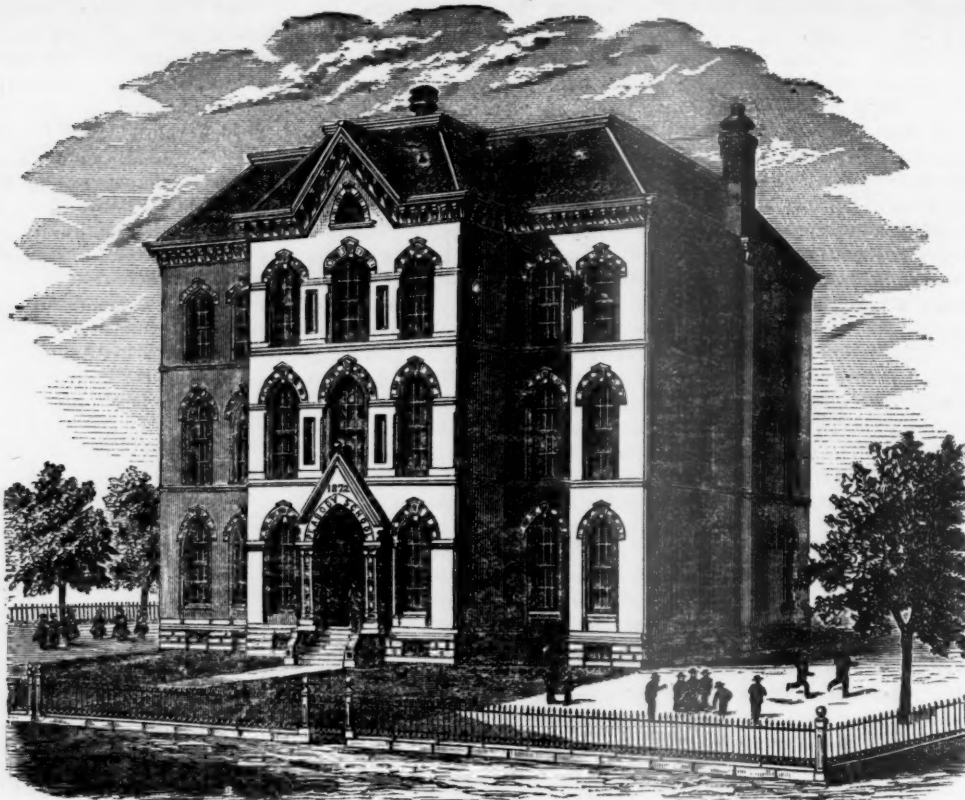
It would be interesting to know what proportion of the principals of our High Schools were themselves graduates.

This is a broad theme and worthy attention. We have hinted at only a few of the difficulties in the way of the arrangement that seems so desirable.

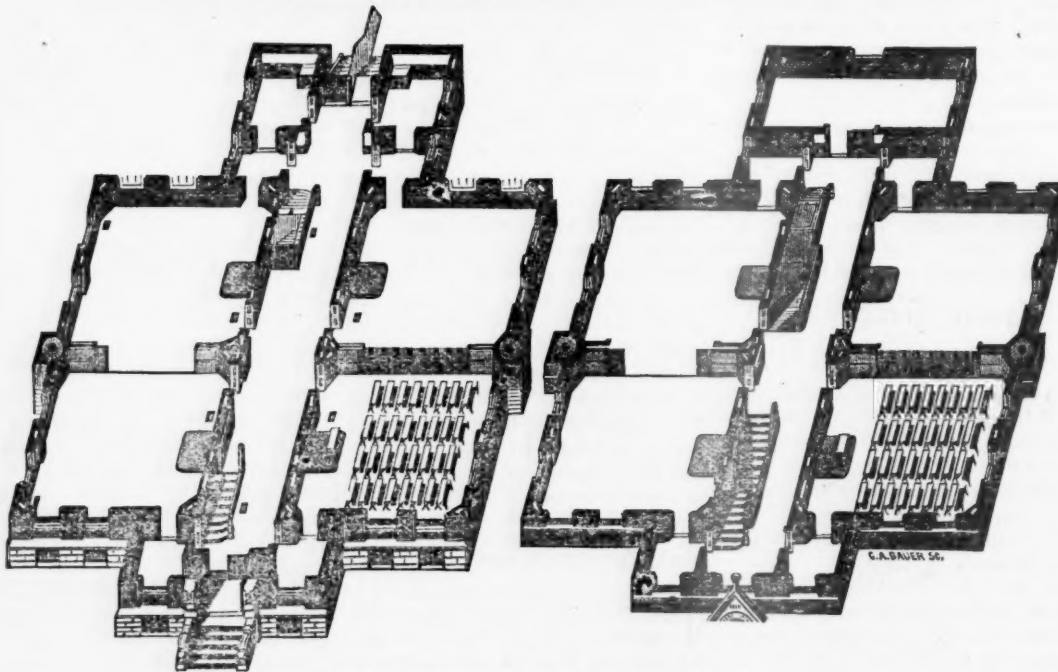
B.

Worcester, Mass., Jan. 20, 1874.

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THE HENRY AMES SCHOOL—St. Louis, Mo.



Plan of first floor of Henry Ames School.

## HENRY AMES SCHOOL.

THE accompanying cuts represent the plans and also a perspective view of the stately building just finished, and bearing the above honored name. It occupies the entire lot, of 250 feet frontage. It is intended to serve the same purposes as the Peabody School, lately finished, as a branch High School, besides being a District School. In their interior dimensions and appointments, the two are exactly alike, while in their facades they differ but slightly. As will be seen from the floor plans, all main rooms have windows on two adjoining sides; each two adjoining rooms

are separated only by sliding doors, and can be thrown together for exercises in common. Each class-room has a hat and cloak room adjoining, accessible also from the main hall, and in addition in the rear part, a janitor's room and lavatory on the first floor, and above these on the second and third floors, extending across the entire width of the rear part, respectively. Recitation and Principal's rooms. Two straight flights of stairs, with intermediate landings, connect the successive stories. The leading dimensions are as follows: Main part of building 76 feet wide and 58 feet 6 inches deep; central part of front 35 feet wide, projecting 11 feet; northern

or rear part 35 feet wide, receding 22 feet six inches; depth of cellar 9 feet; clear height of each story 15 feet. Wainscotting extends around all rooms and halls, and blackboards four feet high, around all four sides, above the wainscotting, in all the class and recitation rooms. All masonry is of liberal dimensions and of best quality, basement walls being two feet thick, brick walls of first and second stories 17 inches, third story 13 inches. The rusticated range-work, base, water-table, steps and platforms are of dressed limestone, from St. Louis county, all other stone-work of Warrensburg sandstone. Four of the largest furnaces set in brick very efficiently heat

the building; the two adjoining on each side of the building, connect to a heavy iron smokestack, extending above the roof and carrying the umbrella protecting the annular ventilating shaft, surrounding the stack.

The important subject of ventilation has been attended to with special care, and the air of each class-room is, during the normal action of the furnaces, completely replaced every twenty-five minutes.

The design of the exterior of this and the Peabody School offers a very pleasing contrast to the former school houses, and its selection reflects most favorably upon our Board of Public Schools, as well as on its originator and superintendent, F. Wm. Raeder, architect.

The cost of the building, fences and outhouses has been close to \$40,000.

## Mental and Written Arithmetic.

BY J. A. LAMINS.

I HAVE just read, in the January number of the JOURNAL, an article from Prof. Baldwin on the above subject, in which the author takes a bold position against mental arithmetics. It is with much reluctance that I take issue with the distinguished author, but I cannot endorse his position. He says: "The judicious teacher will cease to place *mental arithmetics* into the hands of primary and intermediate pupils." This, coming from him, is well calculated to work great injury to our public schools. My experience with pupils who have been some time under such "judicious" teachers, has shown me some of the evils of dispensing with mental arithmetics. It is the practice now in many of the country schools to commence pupils in written arithmetic even before they have learned the "tables," and the consequence is, they spend about two years with the slate and pencil before they can tell you that 7 times 9 are 63, and even then they have to "figure it out." Pupils naturally have an aversion to *mental exercise*, and as soon as they discover that much of this may be dispensed with in arithmetic by using the slate and pencil, it becomes very difficult to get them to think closely, and thus the grand object of school training—that of developing the thinking powers—is, to some extent, thwarted. Just as a child, if permitted to use his hands and feet and muscles in articulating, becomes a *stammerer*, so the pupil who is taught to rely too much on his fingers and eyes in his calculations will become a mathematical "stammerer." "Through the eye to the mind" is becoming, to an alarming extent, the watchword with many modern educators. Let us have less finger and eye work and more thinking in our teaching.

This is my plan with arithmetic: Children entering school at the age of five, in two years are able to read and spell well in the Fourth reader. They have also learned to write, and have received the outlines of Geography as presented in our primary geography.



In addition to these, they have learned to count and to make and name the figures. I then put into their hands a primary arithmetic—say Ray's first book—and they continue in this until they have learned the "tables" thoroughly and are able to give correct analyses of all the problems in it. Also, occasionally I give them a black-board drill to familiarize them with the use of the mathematical signs and symbols.

They will usually spend about seven and a half months in this book, and then advance to the second book. In this, I continue the written work only so far as is necessary to teach them the fundamentals, Notation, Numeration, &c. When they are able to solve intelligently all the problems to fractions in this book, they are ready for written arithmetic proper. Then about fifteen months, and arithmetic is done, and well done, too. Now, I ask, can these results be accomplished in the same length of time by any other method? I think not.

Prof. Baldwin well says that too much time is spent with arithmetic in our schools; but the error is, not in studying mental and written at the same time, but in studying the latter to the exclusion of almost everything else.

I agree with him that "there should be but one daily recitation in arithmetic," but I think that should be in the mental until this has been well nigh mastered and then in the written.

Plattsburg, Mo., Jan. 20, 1874.

#### REMARKS.

For years I suffered from a most violent attack of the Mental Arithmetic disease. I lived through it. I have witnessed the recovery of many judicious teachers thus afflicted. I have reason to hope that the worthy principal of the Plattsburg schools will recover.

I fear our friend is suffering from other educational maladies more dangerous than the mental arithmetic disorder.

In due time he will discover the advantages of having the mental arithmetics injected into the written, and of having but one daily recitation in this branch, the mental and the written alternating throughout. He will discover the secret of securing as much of thought and of culture from written as from mental arithmetic. He will also discover that the experience of many of our best schools confirms the theory that such a change is not only not injurious, but highly advantageous.

"Through the eye to the mind," is deemed an alarming educational heresy by the writer. This is serious. Children under eight years of age are dragged through the Fourth reader, and crammed with Primary Geography and Primary Arithmetic. Definitions and tables are committed but not understood. Children under ten are forced through their arithmetics. The use of the senses and of the fingers is considered dangerous. The beautiful light of the objective is ex-

cluded, and abstraction is forced upon unwilling victims.

A careful consideration of educational axioms such as the following may be regarded as a *specific* for the last described pedagogical disease. Their judicious application will enable our friend to completely revolutionize his plan of teaching, to the infinite benefit of his primary pupils.

1. All mental activity has its beginning in sense-perception.
2. The acquisition of all elementary knowledge is conditioned by sense-perception.
3. Primary teaching must be essentially objective.
4. From the concrete to the abstract is an educational necessity.
5. The synthetic and inductive processes necessarily precede the analytic and deductive.

#### "ORGANS."

DR. HOLLAND has an article in the Feb. No. of *Scribner's Magazine*, full of truth and good sense, on "Organs," political and sectarian. He says, "the fact can be no longer ignored, that the people are tired of organs. A newspaper, recognized as strictly a party organ, is regarded as a newspaper without any soul. A newspaper that is simply the exponent of a party policy, the defender of party measures, and the unvarying supporter of party men, is looked upon with a contempt in this country which may well make it tremble with the apprehension of its certain doom. Party organs were adapted to a simple, unintelligent condition of society. At a time when the few invariably led the many, when the great masses of the people pinned their faith to their leaders, and did not do their own thinking, the party organ was in its glory. It cracked its whip, and the whole team, however widely straggling, came into line. It blessed and blamed at will. When it declared one man to be a patriot, and another to be a traitor, the people believed it. It led unquestioning hosts to battle for measures and against measures, for men and against men, according to party policy, and did not even pretend to independence. Now, everything from a party organ is regarded with distrust; and it ought to be. The mouth-piece of a party is never the mouth-piece of a man. Its utterances are all shaped by the selfish policies and interests of party leaders; for the strictly party press is never its own. The people have learned that there is nothing which needs to be accepted with so much caution as any political statement uttered by a political organ. The chances are all against its being strictly true. In short, the people have outgrown the party press, and the day of independent thinking and independent scratching and bolting has come.

What we have said of the political party press is quite true of the religious party press. It has come to be absolutely essential that, in order to the achievement of a large success

in religious journalism, the journal shall be independent. The strictly sectarian newspapers are not regarded at all with the respect which was formerly accorded to them. It is only the independent religious press that wins subscribers by the hundred thousand. Men have ceased to be interested in the discussion of questions from a sectarian stand-point. Their sympathies have surpassed sectarian bounds, and their interest goes deeper than creeds. They want to know what the independent thinker thinks. They would read what he writes. They have learned that the organ of a sect is as much a slave as the organ of a party. They have learned to think little of the conflicting systems of theology, and are anxious to know something about religion. They are less anxious about any particular "ism," and more interested in Christianity. Orthodoxy and heterodoxy mean less to them, and truth, more. In brief, they have ceased to pin their faith to sectarian leaders, and are thinking for themselves.

Meantime the great masses of the people will read only for instruction and inspiration such records of independent religious thought as emanate from those whose interest in Christianity is so deep and broad that they have no partizanship, and no party schemes to promulgate. All advance towards Christian unity—all advance toward vital Christianity—is an actual retirement from the influence of the sectarian organ.

Everything goes to prove that religious truth is to be formulated anew, in the interest of Christian unity. The organ is worn out. It creaks and groans and whines with its old, old tunes, and they who turn the crank have lost their admirers, because the children have become men and women, and can do better with their time and money."

#### "That Rag is a Dollar."

THOMAS K. BEECHER, in the *Christian Union* of late date, shows the worth of a dollar-greenback, and the absurdity and nonsense of Dr. Bacon and other foolish people going into spasms and calling hard names, because gold and silver are not used instead of paper.

The government will do a dollar's worth of work for a greenback paper dollar, and so will any person or corporation. This is the way Beecher puts it, and proves it:

"The United States will pay one dollar." One silver dollar? It is not so written. One gold dollar? It is not so nominated. One dollar. What is a dollar? Is it so much silver, or so much gold? I mind me that by act of Congress so much silver is a dollar, but is a dollar so much silver?

"The United States will pay me, the bearer, a dollar. Has the United States ever paid me a dollar? I will go over to the postoffice, the only federal office nigh at hand. 'Postmaster, how many letters will you carry for me, for this dollar?' 'Thirty-three and a newspaper,' he replies. 'Is not the United States bankrupt?' 'Not in the postal department.' If the United States carries for me thirty-three letters and a newspaper, the United States have paid me a dollar. The promise is kept.

"I will try again at another office—the

only remaining federal office within my reach.

"District collector, what is my tax? With the serene smile that sits upon the face of all revenue officials who receive and never pay, he turns his book and answers: 'Seventy-five dollars.' 'How much do I owe the United States, did you say?' 'Seventy-five dollars,' he replies. 'Will seventy-five of these greenbacks pay that tax?' 'We ask nothing more than that, sir. Seventy-five greenbacks at a dollar each will do your duty for one year to the United States.' 'Do you mean to say that the United States government recognizes these "lies" at a dollar each, and will take them in liquidation of the debt which every citizen owes to the government?' 'Exactly so,' says the serene official. 'Do you tell me, on your official oath, that this rag is a dollar?' 'Just so, just so; this rag is a dollar,' he replies."

Walk up and settle! Greenbacks are good. We will take another \$20,000 on subscription account as fast as they are sent in.

#### SOMETHING BARBAROUS.

THE *Christian Union* very strongly endorses an article in *Old and New*, in a late issue, by its able editor, Edward Everett Hale, in urging upon Congress the duty of providing the people with less costly facilities for communication by telegraph. The present rates for telegraphic messages in this country are something barbarous. Many who will read these lines can remember when it cost twenty-five cents to pay the postage on a letter, and when, accordingly, the sending of a letter was a luxury to be seriously deliberated over, and could be enjoyed but rarely by the most of the people. Who would not regard a return to that system as a relapse towards the dark ages? And yet is there any reason why a letter from Boston to Chicago should cost only three cents, and a telegraphic message of ten words between the same cities should cost a dollar and twenty cents? Indeed, the actual expense of the latter is less to the company than the actual expense of the former is to the government; yet the company is paid forty times as much as the government. Moreover, who can imagine that if the carrying of letters had been made a matter of private monopoly instead of a function of the government, we should ever have had letters conveyed at any such cheap rates as we enjoy now? The truth is, that facility of transportation, whether for persons, goods or messages, is one of those universal necessities which society itself should undertake for its own sake. They manage these things better in England. There the conveyance of messages, whether by mail or by electricity, is a part of the postal system of the country, and is afforded to the people at rates so low as to be within the reach of the poorest. The illustration which Mr. Hale employs is apt. "A man may send from the Land's End, in England, to Kirkwall, in Scotland, the longest distance in Great Britain—from a wilderness to the edge of the ice-bergs—and for that service, over a distance of seven hundred miles, he pays a cent a word for his message"—at least twelve times as much do we, free and enlightened citizens of the most glorious country in the world, allow ourselves to pay our masters, the monopolists, for a similar service.



J. B. MERWIN.....Editor.

ST. LOUIS, FEBRUARY, 1874.

#### PLEASE NOTICE

Our removal to 915 N. Sixth street, next door to the Methodist Book Concern.

Drop in and see us when you visit St. Louis.

#### "STILL THEY COME."

SINCE our last issue, an arrangement has been made to publish an edition of the AMERICAN JOURNAL OF EDUCATION in Texas. This, with other subscriptions, increases our circulation fifteen hundred copies in January.

That will do for one month. Let our teachers and school officers push on the column until the people, who pay the taxes, learn that all the time and money they expend to sustain and perfect our school system, is a paying investment.

The facts, statistics and arguments we publish in the *Journal*, will carry conviction of this truth to all who read it.

We hope those directly interested, and that includes all who pay taxes and have children to educate,—in addition to our teachers and school officers—will see to it that this journal reaches every family in the West and South.

Our bills show that last year, our edition ran as high as *thirteen thousand copies*.

Horace Greeley, after carefully investigating the subject, gave it as his conviction that *eight persons*, on an average, read every paper printed, before it was destroyed. This would give us *over one hundred thousand readers each issue*. If our friends will send us in fifteen hundred subscribers each month—a thing they might do as well as not—it would put our public school system on a much broader and better pecuniary basis, and our teachers and school officers would, with the people, reap the most substantial benefits. We hope it may be done.

We republish the following, for the benefit of all concerned, on

#### OUR CIRCULATION.

Office of THE R. P. STUDLEY CO.,  
Cor. Main and Olive sts., ST. LOUIS, Mo. }  
Editor and Publisher American  
Journal of Education.

MY DEAR SIR:

In reply to yours, of late date, I have to say that our books show that for several of the last issues of the AMERICAN JOURNAL OF EDUCATION, we have printed, and you have paid for, an edition of

**TWELVE THOUSAND COPIES,** a fact as gratifying to us as it must be pleasing to you and your friends. We have printed this journal from the first, and it has gained steadily in circulation from three thousand copies, to **TWELVE THOUSAND** each issue.

Respectfully,

THE R. P. STUDLEY CO.

#### MORE OF THEM.

There are more children to educate this year than ever before, and those in attendance last year need, and must have, better teachers than they had then. This does not necessarily involve a change, however—in fact, it is better, if the teacher is a growing young man or woman, and is keeping up with the demands of the day, to retain them; but in order to do this, school directors must make more liberal estimates for their payment, and they must be paid more promptly. The teachers, in order to grow, must have books to read, must take papers and magazines, must attend Institutes and Conventions—all of which cost money. They must have "tools to work with," also. What are school directors doing in view of these necessities?

#### A JURY OF FORTY MILLIONS.

"THE State claims an interest in all her children, and a right to give them all that is possible to fit them for citizenship." "Education is our only possible safeguard under a popular government."

We quote these sentiments from page 11 of our January number, in order to emphasize and develop them. Democracy never spoke a more important truth.

The Nation is the jury. The trial is on the question, Shall the system of education be complete, symmetrical, popular, economical, universal and powerful, one and the same in spirit and aims everywhere throughout our vast nation?

The opponents and enemies of such a system are of several classes—the selfish, the ignorant, the demagogues, the bigots, the prejudiced, the conservatives, the timid (we will not style them cowards), the specialists, and perhaps some others. All fair and candid opponents of such a national system are courteously invited to weigh the following views with full deliberation

1. "Union is strength." The co-operation of all educational institutions in a State should be full, constant and zealous as possible; no less so in all the sister States. The discount on each other's schools should be less, in theory, at least, than the discount on each other's National Bank notes. No Ishmaelites need intermeddle to set one class or grade of schools as enemies against another grade, either higher or lower. The soul who would deliberately throw apples of discord or fire-brands of wrath between such institutions is no patriot or philanthropist.

2. Education is cheaper than ignorance and crime. It would be cheaper in absolute outlay, dollars and cents, for example, to educate the one hundred and fifty thousand children now in Missouri who, for want of school-houses, are deprived of the benefits of the public school system, and to pay the whole expense of educating them in Grammar Schools, or even in High Schools, and in the towns and cities,

as boarders, away from home, if need were, for some years, than to leave them ignorant and vicious, a terror and a dead weight on the State, if not a constant expense and curse to all property interests, in the cost of courts, officers, jails and the numberless drawbacks of crime. Education lasts but a few years in the costs it involves; ignorance and crime are life-long and suicidal taxes. The educated are gainers ever after; the vicious are growing worse. The intelligent lift up and hold up all the interests of their State; the ignorant, even at best, live on the dead level where their fathers lived—better than brutes in some traits, probably worse in others. Facts, numberless facts, all over the world, and in all ages of the world, give volumes of evidence, and most mournful evidence, on this point. The very ruins of empire, the graves of civil power, fame and wealth, have been wrought by the hands of the benighted and down-trodden masses, on whom the key of knowledge was turned by the favored few. Woe! woe! to the victims, and ultimately to their cruel oppressors, the aristocrats, for when the temple of civil government trembles and crashes by the gigantic power of the wronged, cajoled, eye-seared multitude, the grand lords, in their holiday glee and splendor, are crushed with their Samson. If they sow to the wind, they must reap the whirlwind.

Does any statist doubt it? Let him study the Reports of the National Commissioner of Education, in regard to the condition of criminals in our Eastern States.

We put the two following questions as tests: If it cost \$3,000 apiece to train eight excellent citizens, useful, honorable, productive, wealth-creating, the ornament and strength of the State, but cost nothing to let them grow up like cattle, which of the two would be the best course? Again, if after growing up like mere brutes, fifteen per cent. should turn out to be inveterate criminals, horse-thieves, burglars, drunkards, costing \$100 apiece each year, over and above all the money they might have earned, and keep any community where they stay in turmoil and under expense, is that the cheaper course? The good "are a law unto themselves," plus a court, judge, jury, and *posse comitatus*, to boot. It would cost nothing for the expensive and perpetual taxation of law machinery for criminals, could society keep clear of that class, and the intensest struggle of society is to reduce their number as low as possible. The "ounce of prevention" can be applied earlier, easier, more powerfully and effectually, if we educate, than the "pound of cure," when we punish and try to reform. Prevent! prevent!! Educate!! "And all the people"—the jury of forty millions—"shall say Amen;" shall say Amen with verdict more clear-voiced, more wide-spread, and at last unanimous—a verdict that shall rise high and loud all over our land, from sea to sea, louder than the roar of both oceans.

Organized in whatever manner and by whatever fund or founders, all our educational institutions have been gravitating with a force that is steadily augmenting, that is deeper and wider by rapid gain with every decade, and will be at last general, not to say universal, into relations of closer unity, co-operation, and re-active benefits.

To this all-controlling movement, the will of the people, the means of the people, the children of the people, the noblest interests of all classes, will contribute more and more.

The jury of forty millions will render a clear and joyful verdict in favor of educating all as highly, as thoroughly, as harmoniously as it needs to prepare them for a wise citizenship. As God Almighty said in creative fiat, so let all sons of God, all good men's voices, like mighty thunderings, answer and determine, for all generations, "Let there be light!" and pronounce, "Woe unto you, who love darkness rather than light, because your deeds are evil."

#### "PERHAPS NOT."

"I will not do," said our friend, "to say a word about it. People are very sensitive on that point."

"Perhaps they are," said we, "but it is an evil which is growing, and it ought to be checked."

It is just this: Five out of a company of seven school girls from ten to fifteen years of age who were passing were *over dressed*—that is, they were dressed extravagantly—silk dresses, streaming ribbons, of gay colors, flounces and tucks, and all sorts of extra and extravagant work, and material for girls to wear. It does not matter at all that the parents of a majority of these girls were wealthy; we know some of them were not; we know that the influence was bad upon others; we know that the attention of a part even of the *five* was to a certain extent distracted from their lessons by talk and comparison of the material and style of *their* dresses with certain others—children of parents of less wealth, but of equal respectability.

May we not suggest for the consideration of parents that a plainer style of dress for girls in our public schools would be better for them—better for their companions—better for all? It is worth considering at least. *Over-dress* is the danger of our modern society—especially among the girls and young women now growing up. We think it is proper for each person, male and female, to be particular, and dress neatly and tastefully; but our girls go on beyond all these points, and while attending school dress extravagantly. Our friend suggested that it would not do to say thus much. Perhaps not; but we feel that it ought to be said, and so feeling, we say it. The remedy lies in the good sense of both, the parents and the girls themselves, and we hope, now that the danger and wrong have been pointed out, we shall have a reform started without delay.



Miss Anna C. Bracket, writing upon this subject, says, in an article lately published:

"We plead in the interest of our nation against the fashion and extravagance in dress that is creeping into our public schools.

"We plead here with the lady teachers, for on these in great measure depends the standard of opinion of the school. Let them remember each day that they are going to work, and let them dress in accordance with this fact—in dresses from which the chalk dust will shake easily, with no fringes and loops to catch in going through the aisles—no heavy trimmings on the skirts to make more weary still the oft-times weary day. Let them not wear laces, but plain white linen collars and cuffs. Let them discard all fancy ornaments in their hair, and a new and more healthy tone will begin to pervade our school-room. More attention will be paid to work, because less will be demanded for outward adornment, but better still, the girl of poor parents will have no need, because of her clean calico dress, to shrink from comparison with her more wealthy sisters, or try to shine by the addition of faded or soiled finery, or grow insolent to make up for her lack of it. Can we not in any one school unite all the lady teachers in a plain-dress club for purposes of reform?"

#### EDUCATION VS. CRIME.

THE whole history of the world is only a battle, or rather a war, between opposing forces. All life is but a balance of forces, and death would ensue were there no opposing, and as between two mighty nations the strife wages hotter and with more wide-spread havoc than between two small principalities, so when the forces are the most powerful will there be the greatest manifestation of active life.

Among the battles of civilization none is more vigorously waged than that between education and crime, and education has become the aggressive force. The very essence of crime is opposed to that of civilization. Civilization seeks a community of interests; crime, the interests of one alone. Civilization tends to bind the race together; crime, to disjoin them. Civilization builds cities, lays down railroads, spans rivers with bridges, constructs hospitals; crime fires the line of warehouses or private dwellings, tears up the rails, breaks the bridges, pities neither sickness nor death. No two forces could be more antagonistic. Civilization, obliged to defend its life, looks around for some agent capable of defending and preserving it, some bold, fearless and aggressive power that shall make reprisals in the enemy's country, and selects universal education as this power, and rightly, for this is the only force capable of doing the work; rightly, though it demands a large outlay at first, and though many who think only for the present assert the money paid out thus to be a bad investment, at least a non-paying one, if not a losing one. But civilization is too strong for its opposers, and against the power of its opponent, crime, it sets up its educational banners and moves its educational forces in solid phalanx and in lines of skirmishers.

Do we desire to see how crime intrenches itself in ignorance and superstition, the child of ignorance, we have only to glance at the statistics

of any prison, the home of offenders against society, against civilization.

We quote from the *New York Times*:

"Turning to the most recent reports of criminal statistics at hand, those of the City Prisons and Blackwell's Island, for 1871, we find the following proportion between education and criminality: Out of 51,466 prisoners of that year, only 1,150 were well educated; 31,088 could read and write, and 19,160 were almost entirely ignorant. It should be remarked that of this whole number of prisoners 34,316 were of foreign birth, and a large proportion of the remainder, children of foreign parents. When it is stated that 31,088 of the prisoners could read and write, it must be borne in mind that this degree of education is of the most primitive kind, and includes such reading and writing as even many children of the street attain. It does not include anything like a thorough primary education. Now it appears that there were in New York City during that year 62,238 persons who could not read or write, the population being about one million (942,242.) It seems, then, that of the illiterate class of this city, about one in three committed crimes during that year, while of those who could read and write, about one in 27 were guilty of criminal offenses, showing that among the ignorant in this city the chances for crime are about nine times as great as among those with only the advantages of a primary education. If we regard particular wards in New York, we shall find the greatest illiteracy in those where the most crimes are committed. Thus, in the Sixth ward, embracing the Five Points and the most notorious dens of crime in the city, one-fifth of the total population—4,962—is given in the census as illiterate; that is, unable to read or write. In the Fourth ward, including such streets as Water and Cherry streets, the illiterates number about one-tenth, or 2,332. In the First ward, including the quarter behind Trinity Church and near the Battery, the proportion is about one-sixth, or 2,562. In the Seventh ward the proportion is more than one-ninth, or 4,862.

In turning to reports of arrests, we find the largest number made in the city in the Fourth ward, or 6,975; the next largest is in the Sixth ward, or 5,573; in the Seventh ward, there were 4,178 arrests, and in the First ward, 1,140. In the State of New York about 31 per cent. of adult criminals cannot read or write, while of the adult population at large about six per cent. (6.08) are illiterate, or nearly one-third of the crime is committed by 6-100 of the population. In the reformatories of the county, out of the average number of inmates, 7,963 for 1868, 27 per cent. were wholly illiterate.

"Turning now to the criminal statistics of the State of Massachusetts, the proportion of criminals in jails who could not read or write was, for a number of years, about 30 per cent., falling, however, in 1868, 1869 and 1871 to 23 per cent. In houses of correction, the proportion, in 1864, of illiterates was 46 per cent., but in 1869 fell to 41 per cent., and in 1871 to 37 per cent. In the State Prison, however, the proportion of illiterates in 1864 was 21 per cent., but in 1871, out of 149 prisoners in the State Prison, 35 were totally illiterate, or about 23 per cent.—the explanation of this low proportion being probably that the cases of extreme crimes and crimes of fraud and embezzlement are found in this prison more than in the minor prisons, and such crimes are not usually committed by the ignorant. There were, in the State of Massachusetts, 4,791 criminals during the year 1871, who could not read or write, and there were during that year 97,742 illiterates in the State; that is, among the ignorant population, about one in twenty committed crimes, while in the State at large, among those who had only a primary education, about one in 126 1-2 committed criminal offenses."

Such figures as these must convince any unprejudiced mind that civilization has done wisely in advancing education. It is true that the two are almost the same thing, for while we could have no civilization without some education, neither could we have education without civilization.

On which side shall we fight—with education against crime, or against education, hand-in-hand with crime? There is no third choice.

#### WHAT DO WE STAND ON?

THE old philosopher, Archimedes, is reported to have said that if he had only a place whereon to stand, he could move the earth with his lever. But a something on which to stand is needful not alone to him, for Political Economy teaches us that a place to stand on is necessary in order that any business be carried on; and the value of the standing-place is represented in the price we pay for every pair of shoes or every peck of potatoes, &c., we buy.

Not only physically, but mentally also, must every one have a standing-place. We mean to say that no one can exert any influence whatsoever upon the world unless he has some ground on which mentally to stand.

But we do not all stand upon the same kind of ground here. One man places under his feet the merits of a long line of ancestors, and stands upon his family name; another mounts upon the riches which his father, having no time for the education and oversight of his son, had ample time for accumulating; another speaks to us from the vantage ground of a thorough and symmetrical education; another claims our attention on the ground of a pretty face or a fine figure, and yet another on the silks, velvets and diamonds which she carries about on her person.

Nothing is more curious or more ludicrous to the attentive observer than the sight of these different grounds on which people base their merits. But another curious observation which we find ourselves making is, that people very frequently endeavor to stand on—nay, actually do stand on—things which they do not at all possess. Thus in Shakespeare's "King John," we find the usurping king before the cardinal, the representative of the Pope, uttering his defiance to the "Holy Father" from the elevated ground of rightful authority. When the coward threatens, he stands on the ground of a courage which he does not possess, and the beggars who claim our alms in the street do so on the ground of a misery which has no actual existence. We were about to say that this observation would apply only to internal places of standing. The man who elevates himself on his gold and greenbacks, must have them to show; and he stands on them in default of something higher and better. The woman who claims our attention by her diamonds and velvets, cannot do so unless she be actually adorned with them, though even in that case she may not be the real, but only the seeming, possessor thereof. But what shall we say of such as these who stand alone on outward adornment or money merely as a means to this, or as an end in itself? Are there not too many such in America? Our cities swarm with them, men and women possessed of nothing that can be called an education, unable to use their own language properly, their whole thought for the outward glare and glitter? Are we not a sadly uneducated people, in the midst of all our outward prosper-

ity, nay, even because of our outward prosperity? We have never heard a more bitter sarcasm than one unconsciously uttered by an ignorant servant girl, just arrived in this country a few days ago: "Why, what queer ladies you do have in this country! They are not like ladies at all."

We must work to raise the ideals of the girls and boys in our schools, and this must be done by teachers who have themselves high ideals, because they stand on high and secure mental ground.

People do not build their dwellings in swamps if they own hills.

#### Neglect of Duty.

The lesson of the pestilence at Memphis and Shreveport is plain and simple. The prevalence of the disease is directly traced to official neglect of duty. During the summer the streets were full of reeking filth, and some alley-ways had not been cleansed for months. Nothing seemed to arouse those in authority to a sense of the danger, until the fearful harvest of neglect was reaped in the early autumn. The usual population of Shreveport is said to have been about 10,000 in summer and 14,000 in winter. During the prevalence of the fever it was not over 4,500.

Neglect of duty costs, and the cost must be paid. Sight drafts do not always come in the shape in which they were presented at Shreveport, but they come sooner or later. If we do not elect good men to make laws for us and the proper officers to execute them, we must smart for this neglect of duty.

#### WORK DONE AND WELL DONE.

The officers of the School Department of Pennsylvania, consists of the Superintendent, two deputy superintendents, two inspectors, and a chief clerk of Orphan Schools, four other clerks, and a messenger.

This department has general charge of the education of nearly 900,000 children in the common schools, over 3,000 orphan children in the soldiers' orphans' schools and more or less directly controls the expenditure of over \$9,000,000 per annum. It prepares and furnishes certificates for the 19,000 teachers of State, and grants them to all the higher grades. It gives advice and instruction concerning their duties to the 14,000 school directors, furnishes them blanks, receives and tabulates their reports, reviews their accounts, judges whether they have kept their schools open according to law, and if so, pays them their State appropriation. It calls conventions for election of the eighty-six county and city superintendents in the State, receives the returns, judges of their legality, commissions the persons elected, removes the disqualified and appoints others in their place, pays them salaries, receives and publishes the monthly and yearly reports, &c., &c.

## FROM THE STATES.

## ARKANSAS.

LITTLE ROCK, ARK.,  
Jan. 20th, 1874.

Editor American Journal of Education:

THE last Legislature of Arkansas enacted an entirely new school law, many features of which are admirable. They abolished the Circuit Superintendency, and put in its stead a County Superintendency. The county superintendent is elected every year by a vote of the school officers of his county. This, it seems, must divest the election of all political clap-trap, and put a good man in the office. The schools of this place are among the best it has been my privilege to visit. The Superintendent, Mr. J. R. Rightsell, is a graduate of the Normal University of Illinois, and in the conduct of these schools sustains most admirably the high reputation of that institution. The wages paid to lady teachers in Little Rock is such as to keep them from year to year, and the city profits by their experience.

The Board of Trustees of the Arkansas Industrial University have just demonstrated their good sense by electing Gen. A. W. Bishop President of that institution. A graduate of Yale, in the class of 1853, Gen. Bishop bids fair to take rank as an educational man alongside of President White, of Cornell, with whom he graduated.

During the past year, the office of State Superintendent of Schools has been held by the Hon. J. C. Corbin, who is proving himself to be a most efficient and acceptable officer.

Truly, Arkansas' future may be said to be highly promising. Already her products are at your very doors. The opening of the Cairo and Fulton road to Texas during the last year is a consummation for which the people of St. Louis, as well as of both Arkansas and Texas, cannot be too grateful. Great credit is due to the perseverance and energy of Thos. Allen and his co-workers in this grand enterprise. The AMERICAN JOURNAL OF EDUCATION is doing a good work in both Arkansas and Texas, and its circulation is rapidly increasing.

ARK.

## California.

Editor American Journal of Education:

BELIEVING that some of your readers would like to hear something from the "Golden State," county of Colusa, I will give you a few brief points concerning our public schools, which open annually about the first of September, and continue, as a general thing, eight or nine months. In some localities the schools are closed for a few weeks during the rainy season. The school law of the State provides for a quarterly examination of teachers, commencing on the first Wednesday in the months of December, March, June and September. Each county has a board of examination, composed of the county superintendent and not less than three teachers holding first grade certificates.

The questions are prepared by the State Board, and forwarded quarterly to the different county superintendents in the State. It usually takes three days' close work to complete the examination. Teachers in the country receive from \$75 to \$100 per month, and pay from \$12 to \$16 per month for board. We have five teachers in this county from the Normal School at Kirksville, Mo., viz.: C. Ennis, P. J. Kirk, P. D. Reed, G. W. Weeks, and J. E. Putman, all of whom, I will say, except the last named, are giving splendid satisfaction, and are receiving good wages for their services. We would like to see more teachers from the "Normal" in Colusa county. There is plenty of work for all good teachers who wish to locate in the Land of Gold, where Chinamen cook and wash our clothes.

For the benefit of those who suppose California's newly-fledged university is only for rich men's sons, somebody has taken the trouble to find out how many worked their way last term. He finds ninety-eight such. Many of the students have found work about the grounds of the university. Some work for their board in private families. Others spend their Saturday in San Francisco, working at their trades, and he estimates that over half the students assist themselves by manual labor.

Respectfully, J. E. PUTMAN.

## Illinois.

A COMPULSORY education bill has passed the Lower House of our Illinois Legislature. No one who gives the subject the attention it deserves, will question the fact, that such a measure is obviously the best remedy for a state of things which is set forth in the Illiteracy Statistics of the Census of 1870, as follows: In 1870 the State of Illinois had an aggregate population of 2,539,891, of which number 86,368 could not read, and 133,584 could not write—total of illiterates, 219,952, or about one-tenth of the whole number of inhabitants in the State. "Egypt" needs to be reformed in more than one direction, and that which is true of the southern counties is also true in no small degree of all other parts of the State. Chicago and the larger towns have given liberally in aid of education, and some of the schools are models of good management and effective service, but the undue proportion of the ignorant elsewhere is a dangerous element as well as disgrace. The popular branch of the Legislature recognizes the necessity of compulsory measures to force into the public schools the children who would otherwise grow up like their fathers, to sink finally into sloth, and perhaps into crime. Considering, also, that there are in the State of Indiana 203,000 illiterate persons, in Pennsylvania 354,000, and even in the State of New York 402,000, the growing necessity of enacting stringent laws for the education of the people becomes apparent.

## Iowa.

THE schools in all parts of this State are in a good condition. The effort to abolish the county superintendency will prove a signal failure.

Among the valuable institutes recently held the one at Bloomfield, conducted by Professors Cullison and Stevens, of the Troy Normal School, and the one held at Centerville, conducted by Professors Greenwood and Hamill, of the Kirksville Normal School, may be mentioned as especially excellent. At the former, President Thatcher, of the Iowa University, and President Baldwin, of the Missouri State Normal School, each delivered two addresses to large and appreciative audiences. They represent the institutions over which they preside as being in the most flourishing condition.

## Kansas.

Leavenworth.—The Principal of the Normal School represents the schools as giving excellent results. The Normal School is especially successful.

White Cloud.—C. W. Thomas, in the face of opposition, has brought the schools up to a high standard. Determined and well directed effort wins.

## Kentucky.

The education interest of Kentucky, through some mismanagement, has been under a cloud for some time past but now the prospects are brightening. The *Paris Citizen*, in a most excellent and sensible article on "Our City Schools," says:

"There is one incontrovertible fact, clear to all minds, that relatively speaking, the public schools are the best schools, when properly conducted; that is, they are better altogether, and do better work of education than corresponding schools outside of the public organization. Probably those who have never become thoroughly acquainted with the workings of the Public School system may doubt this fact; but such persons as have had an opportunity for observation and comparison will not question the fact that the free schools, as a rule, are superior to private and select schools of corresponding pretensions or rank, both in thoroughness of instruction and in disciplining the mind and character which they produce. There is belonging to them an invaluable discipline, regularity and method which can be very rarely attained under the authority of the private teacher or under corporate or parochial direction."

## Missouri.

OFFICERS of the Missouri State Teachers' Association for the ensuing year:

G. L. Osborne, President.

Vice-Presidents—1st district, F. M. Crunden; 2d, A. F. Hamilton; 3d, J. B. Merwin; 4th, L. H. Cheeny; 5th, Chas. P. Williams; 6th, S. M. Dickey; 7th, Arnold Krekel; 8th, J. R. Phillips; 9th, E. B. Neeley; 10th, W. F. Brohlman; 11th, J. M. Long; 12th, J. Baldwin; 13th, G. F. Billings.

Miss Lucy J. Maltby, Corresponding Secretary.

R. C. Norton, Recording Secretary.

H. H. Straight, Treasurer.

In addition to the resolutions presented by the Business Committee,

the following were also presented and unanimously adopted:

Resolution offered by J. Baldwin, of Kirksville—

*Resolved*, That a committee of three be appointed to report at our next meeting a course of study for the ungraded schools of the State.

The following gentlemen were appointed upon said committee: J. Baldwin, of Kirksville, James Johnston, of Warrensburg, and L. H. Cheeny, of Cape Girardeau.

On motion of J. B. Merwin, it was voted that a committee of three be appointed to confer with the general ticket agents of the various railroads running East from St. Louis, and if possible secure reduced rates of fare for teachers who design visiting the East during the summer vacation.

The following were appointed said committee: J. B. Merwin, editor of the *American Journal of Education*, of St. Louis, chairman; O. H. Fethers, A. F. Hamilton, St. Louis.

The committee appointed in harmony with the first and second resolutions offered by the Committee on Resolutions, to-wit:

*Resolved*, That, in order to more completely unify the system, and to bring the State University, and such other of our colleges and higher literary institutions as desire to co-operate with us, into more harmonious and efficient working relations with our public schools, this Association earnestly recommend the adoption by our State University of the plan of other States in regard to the admission of students from the high schools into the classes of the University, and that our students be admitted upon certificate of qualification, from such of the high schools as adopt and carry out a proper course of preparatory study.

*Resolved*, That a committee of three be appointed from this Association to consult with the faculty of the University, and report a plan to carry into execution this recommendation—

were as follows: Oren Root, Jr., of Glasgow; R. C. Norton, Trenton; H. H. Straight, Warrensburg.

Moved by G. L. Osborne, That, when the Association adjourn, it adjourn to meet at Jefferson City, the time of meeting to be arranged by the Business Committee.

Motion carried.

## STATE SCHOOLS.

Up to February 1st, the number of students that had entered the various State schools were as follows: State University, 435; Kirksville Normal School, 544; Warrensburg Normal School, 356; Cape Girardeau Normal School, 100; School of Mines, 170; Lincoln Institute, 163.

The attendance certainly indicates a high degree of prosperity.

St. Charles.—At the institute held here, all the teachers in the county, excepting two, were present.

Oregon.—The new building is one of the best in the State. The furnaces and ventilation are entirely satisfactory. A large number of students from a distance are in attendance. The principal, W. F. Drake, is eminently qualified for the position.

Richmond.—The public and private school problem is here being well solved. The people erected a college building, at an expense of \$50,000. This they donated to the Public School Board on the condition that a collegiate department should be sustained,



thus combining the entire school interests of the place. Under President Huffaker, the school in all its departments is giving the highest satisfaction. The Institute just held here resulted in great good. The Normal Institute for this district will be held here, under the direction of Presidents Baldwin and Huffaker. It will continue four weeks, beginning July 27th.

#### Nebraska.

The following list of officers were unanimously elected by the State Teachers Association of Nebraska: For president, Prof. A. F. Nightingale of Omaha; first vice-president, J. A. Dempster, county superintendent of Fillmore county; secretary, C. B. Palmer of Beatrice; corresponding secretary, Miss Lydia Bell of Pawnee City; treasurer, J. J. K. Raymond of Nebraska City; executive committee, Gen. T. J. Morgan of Peru, John H. Kellom of Omaha, A. E. Ross of Plattsmouth, W. Wightman of Tecumseh, Prof. A. D. Williams of Kenesaw.

All agree in saying that this has been the most interesting and profitable institute ever held in the State.

No time was wasted and a spirit of harmony and earnestness characterized the meeting.

Prof. Nightingale gave his report: on a course of study for our high schools.

The course of instruction recommended was one which, if completed, would fit the student first, for admission to the freshmen, and secondly, for the junior year in the university. The speaker presented most forcibly the importance of having a well established connection between the graded schools, the several high schools and the university.

#### Pennsylvania.

THE State Superintendent of Pennsylvania publishes his report in full in the last issue of his journal, and we marked several passages to clip for our readers as we read along page after page to its close. We found we had marked pretty much *all of it*. How now? What shall be done?

Let's see. Mr. Wickersham says:

"A well-planned system yields us rich fruit in one field, but in others the want of unity and scattered effort bring indifferent success. All our educational forces, high and low, should be united, organized and moved forward with one flag and under one command."

Again:

"Let it be said as strongly as words can say it, that money judiciously spent for education is the best investment a people can make. Ignorance impoverishes—knowledge is wealth. The world over, all uneducated nations are poor."

On the subject of Teachers' Institutes Prof. Wickersham says:

"Institutes for the improvement of teachers were held during the past year in every county of the State. They were attended in the several counties by 11,917 actual teachers, and 385 teachers were members of the institute of the city of Philadelphia, making an aggregate of 12,302. This number exceeds that of any former year, notwithstanding the falling off of several hundred in the membership of the city institute. In addition to the teachers in attendance, there were present

several hundred honorary members, school directors and friends of education, and probably one hundred thousand spectators.

"No one acquainted with their working can doubt that these institutes accomplish much good."

#### A GOOD DEAL OF MONEY.

It seems that the taxes levied and collected for school purposes throughout the State last year reach over \$8,000,000. All this money comes out of the pockets of the people, and it is a matter of primary importance to them that the management of the school finances in every district be judicious, economical and honest. And yet, as much as teachers need tools to work with, 5,702 of our school houses have no school apparatus worth mentioning none at all, except, perhaps, a small black-board or a single map or chart. That is a bad showing.

#### INTERESTING STATISTICS.

Number of schools, - - - -	16,305
Number of graded schools, -	5,307
Number of school directors, -	13,570
Number of superintendents, -	86
Number of teachers, - - - -	19,089
Average salaries of male teachers per month, - - -	\$42 69
Average salaries of female teachers per month, - - -	34 92
Average length of school term in months, - - - - -	6 67
Number of pupils, - - - -	834,020
Average number of pupils, -	511,418
Percentage of attendance upon the whole number registered	.61
Average cost of tuition per month for each pupil, - -	.96
Cost of tuition for the year, -	\$4,325,797 47
Cost of building, purchasing and renting school-houses, -	1,753,812 36
Cost of fuel, contingencies, debt and interest paid, - -	2,155,510 58
Total cost for tuition, building, fuel and contingencies, -	8,235,120 41
Total cost, including expenditures of all kinds, - - - -	8,345,836 41
Estimated value of school property, - - - - -	21,750,209 00
Including \$467,132 84, the amount expended in support of the orphan schools, the total sum expended for school purposes under the direction of the School Department for the year 1873, was \$8,812,969 25.	

#### Tennessee.

Prof. S. Z. Sharp of Maryville, has been visiting Washington county, Tenn., attending an institute conducted by Prof. H. Presnell, the efficient County Superintendent of Washington county.

He reports 65 teachers in attendance upon the Institute, and says that "teachers' associations have been kept up in that county for a number of years, and the result is, a better class of teachers on an average than may be found in any county in East Tennessee, outside of the cities.

This result, however, is mainly owing to the energy and efficiency of the County Superintendent, H. Presnell. How the people of that county appreciate efficient school supervision and free schools, may be inferred from the fact that, with but little more taxable property than Blount, its available school funds this year amount to \$15,000, or about double that of Blount. Beside the tax levied by its County Court, half the districts levied additional tax. Salaries paid teachers range from \$20 to \$84.

State Superintendent Fleming made the following statement before the recent State Educational Convention in Tennessee:

"The most important offices connected with the system are those of County Superintendents. Experience has demonstrated that without efficient County Superintendents all the other appliances of the system are comparatively worthless. No matter how well the efforts of the other officers may be administered, if the county is not supplied with a live, energetic and prompt Superintendent, the whole operations of the school system in that county will only tend to create disorder, and practically the system will prove a failure in that county."

#### Texas.

The teachers of this State are suffering from the vexatious delays of school officers, whose duty it is to report the scholastic census before any funds can be sent out. Scarcely one-fourth of the counties have yet reported. There is not far from \$500,000 in the hands of the State Treasurer with which to pay the claims of teachers, but for the reasons above stated they are not paid.

This seems hard—it is hard—it is criminal—sharks are speculating in the warrants which teachers are obliged to take instead of money, and dispose of for what they can get for them.

Why not in Texas, and in other States, conform to the plain requirements of the school-law and avoid these difficulties? We hope teachers will interest themselves more in the law under which they work, and see to it that school officers comply with its provisions. If the law needs to be amended, suggest to the Legislature, now in session what should be done to remedy these evils.

#### Virginia.

The *Christian Observer and Commonwealth* says:

Next to churches in importance are good schools, and of these Richmond has a goodly number. Her public school system embraces ninety-one schools, of which fifty-eight are for the whites and thirty-three are for the colored children. It cannot be charged that she is disposed to neglect either the religious or educational interests of her colored population. About four thousand four hundred children receive instruction in these schools without charge, at a cost to the city of about seventeen dollars a year for each scholar. In addition to these, there are twenty-seven private and incorporated schools—one of which, the Richmond Medical College, has a national reputation.

A Northern man in Texas, while delivering a lecture, was asked, "What has the Northern man done for Texas?" which elicited this rejoinder: "Taken the weeds out of your fence corners, raised vegetables, planted fruit trees, built your largest and best houses, imported your finest and best breeds of horses and cattle, erected nearly every machine shop, foundry and mill you have among you. They have minded their own business, and have not disturbed a large audience by asking foolish questions."

#### MISSOURI NORMAL SCHOOLS.

NORMAL Schools are recognized as the heart of our educational system. From these institutions issue enthusiastic teachers, familiar with the most approved educational instrumentalities, and capable of infusing new life into the schools of the State.

Missouri is moving grandly in the Normal School work.

The St. Louis Normal School is the oldest in the State. It is devoted to preparing female teachers for the city schools. Under President Edwards, Miss Bracket and Prof. Soldan, this school attained a national reputation.

The Normal College, as a department of the State University, was next established. Though under Prof. Ripley, one of our ablest educators, it has not been a success. Like all Normal Departments, it has failed to accomplish the object for which it was established. Ultimately it will be devoted to preparing City Superintendents, Principals of High Schools and College Professors. It will then become one of the most popular, as well as the most useful college in the University.

The North Missouri State Normal School began as a private enterprise in 1867; in 1870 it became a State school. It is located at Kirksville, and has been from the beginning under charge of Prof. Baldwin. The building is one of the best in the West, and will accommodate 700 students. The attendance in the Normal proper has been as follows: 1st year, 140; 2d year, 203; 3d year, 293; 4th year, 321; 5th year, 434; 6th year, 470; 7th year, estimated 550, showing a remarkable and steadily increasing prosperity. This school is regarded as one of the most efficient and best managed Normal schools in the country.

The South State Normal School opened in 1870, but did not open in the magnificent new building until September, 1873. Up to the present year, the attendance has been small; we do not know what it is now, as we have not received a catalogue for this year. Prof. Johannot is Principal.

The Southeast State Normal School located at Cape Girardeau, opened under charge of Prof. Cheeney, in December.

Two additional State Normal Schools, one in Northwest Missouri and the other in Southwest Missouri, will be established as soon as the financial condition of the State will justify the expenditure.

Each section of this wonderful State will thus have the advantage of a Normal School. The citizens of Missouri are resolved that the educational progress shall keep pace with the material development of the State.

Missouri is the only State that has established a Normal School to educate colored teachers. The Lincoln Institute at Jefferson City, under charge of Prof. Smith, is doing a good work.

## BOOK NOTICES.

**TWELVE MILES FROM A LEMON**, by Gail Hamilton, author of "Woman's Worth and Worthlessness." 12 mo. pp. 520. N. Y.: Harper & Brothers. For sale by the St. Louis Book and News Co., St. Louis.

If one could have this book to read, it would almost pay—theoretically—to live "twelve miles from a Lemon." There is in this, as in all of Gail Hamilton's writings, genuine humor, wit and vivacity. It is a book it will pay to buy and read.

**PRONOUNCING HAND-BOOK** of words often mispronounced, and of words as to which a choice of pronunciation is allowable. By Richard Soule and Loomis J. Campbell. 19 mo. Flex. cloth. Price, 60 cents. For sale by St. Louis Book and News Company.

This will be found to be a useful and trustworthy guide to the pronunciation of those words which are particularly liable to be mispronounced. It is a hand-book which may be readily and easily referred to, in cases of doubt, by all persons who are desirous of acquiring a correct pronunciation. In the education of youth, especial attention should be given to correct pronunciation. The book has been very carefully compiled by gentlemen well qualified for the task, by long experience in labors of this kind, and contains over 3,000 words. Published by Lee & Shepard, Boston. For sale by Gray, Baker & Co. We will send it, post paid, for two subscribers, cash \$3.00 in advance.

**Education Abroad**, published by A. S. Barnes & Co., N. Y., is a well written book, that ought to be read by educators and parents throughout this country.

**Philosophy of Natural History**, published by Thompson, Bigelow & Brown, Boston, is a treatise of great value. For teachers and advanced students it is regarded as the best work we have examined on the subject discussed.

**Business Arithmetic**, published by Mason Baker & Pratt, New York, is a grand work. No business man who understands its worth, will be without it. It ought to be used by advanced classes, instead of ordinary arithmetics.

**To-Day**, by Dio Lewis, New York, is a live weekly, filled with choice matter. The editorials are practical, pointed, and of great value.

**The Normal Monthly**, by Edward Brooks Millersville, Pa., is a new educational journal, worthy of the name it bears. The editor is an educator of whom the nation is proud. On every page the journal shows the hand of a master.

**Appleton's Journal**, New York, is now in its tenth volume. It is a weekly of twenty-four pages. Each number contains almost as much matter as the monthlies. This journal has steadily increased in public favor, relying on merit for its immense circulation.

**St. Nicholas**, Scribner's Illustrated Magazine "For Girls and Boys"—notice how they put the girls first—leads the van in the beauty of its matter and illustrations. There is nothing, and never has been in this country, in the way of a children's magazine, which approaches *St. Nicholas* in its pictorial attractions, and beautiful printing. Subscription price, \$3.00 per year.

**Campbell's New Gazetteer of Missouri** promises to be one of the most valuable publications ever issued in the west. It will contain information in regard to the name, location, boundary and area of each county in the State, besides a historical sketch of its settlement, organization and growth, its physical features, rivers, prair-

ies, mountains, timber, soil; its agricultural productions, with amount of swamp, government and railroad lands; its mineral resources; its manufacturing interests; its wealth and taxation; its educational and public institutions, colleges, seminaries, public and select schools, with statistics; its railroads, miles in county, stations, railroad debt of county; its exports, agricultural, mineral and manufactured.

**The American Sunday-School Worker** for February, is at hand. This journal being undenominational but evangelical, it is adapted to Union Sunday Schools, while it has no less usefulness in denominational schools. It uses the International series of Lessons, and contains so much varied and practical matter—expository and illustrative—and that of the highest order, together with blackboard and concert exercises, that it cannot fail to be most desirable to the earnest Sunday School Worker. Sample copies will be sent on application to the publisher, J. W. McIntyre, No. 4 South Fifth street, St. Louis, Mo.

## FARMERS' WIVES.

**A** CORRESPONDENT of the *New Era*, Ills., says: We feel obliged to call attention to a *sad want* and neglect in the home of many a farmer. The children, no less than the wife, are left too much to themselves. There is so much *other* stock to attend to at the barn by the man, that, alas, those creatures of the *genus homo*—young immortals, with minds as well as bodies, hold quite a secondary place in his thought. And the wife, crowded, jaded, worn with the never ending round of duties, while the husband's demands in respect to keeping the farm affairs, within as well as without, going ahead, are not abated a jot, she *must* slight those children. They must go unkempt and often in tatters, unless there is somebody to help her in the kitchen.

Besides all this daily and hourly pressure, the farmer's wife generally feels obliged to keep at home too closely. If she only had a breathing spell, now and then! That fine horse of yours is let loose every day or two to frisk and gambol at pleasure for an hour, but the wife feels tethered continually. She ought to get away from home duties now and then—once a week at least. You have your freedom. You ride up town to the store and postoffice, and stop to talk and gossip quite frequently. But that poor wife—she must stay at home, notwithstanding she might enjoy a ride and a word of gossip full as well as yourself. At least, don't go home without taking along with you some of the papers like *Hearth and Home*, or *Harper's Weekly*, or *Scribner's Monthly*, with its choice reading matter and beautiful illustrations, or *Appleton's Journal*, or the *St. Nicholas* for the children. Treat your wife and children with something to read, instead of the crowd with something to drink.

Now that you are in town, a moment, friend farmer, just step into the writer's office and look at this report from the Insane Asylum. How you start! Read that item on this page:

"The majority of the women of any

one class confined in our institution the past year, are the wives of farmers."

"Fearful," do you say? Then take that fact into your thoughts as you ride home, and make up your mind in two respects. First—what are the causes of such a state of things? Second—what will you do about it?

We can suggest one thing, now that you seem to be getting your eyes opened for once, viz.: that you take hold and help in the house when you can. Churn the butter, get a washing machine and help do the washing. But, dear me, does your wife attempt to wash for all the family? Then you had better get the locality of the Insane Asylum of your State or county clearly in mind for future reference.

## Cream from our Exchanges.

**SYSTEMATIC THINKING**.—Thinking, worthy of the name, is work—systematic, calm and connected; and the man who has not got his mind so disciplined that he can thus command it, is not yet a thinker.

That systematic thinkers are so few, is attributable in a great degree to early bad training. Not one teacher in fifty in our primary schools deems it of importance to teach children *how to study*, and a less proportion are competent to do this, if they would. The most of them think their duties are comprised in keeping an orderly school, hearing recitations, assisting pupils to do hard sums, and allotting tasks. Especially in the latter do they excel. Memorizing is with most of them a name for mummery—a thing to be done by holding the head on one hand, swinging first one foot then the other, and forcing the lips to repeat a formula until they will run of themselves long enough to get through a recitation by very force of momentum. And this laborious, meaningless task, they think, is study.

Thus a vacant, wandering habit of mind is secured with the spelling lesson, and ground in with the rules of grammar.

After all, teachers are no more to blame than parents who demand that progress shall be measured by pages of a book rather than by power to think.—*Scientific American*.

**OUR COLLEGES**.—It gives us great pleasure to note the evidences of progress that present themselves, from time to time, in connection with the several collegiate institutions of the State. Efforts in behalf of education need strengthening nowhere so much as in this direction. Our greatest educational, if not political, danger is superficiality. We sadly need men of more weight in all departments of business. Shallowness, and that conceit and want of self-respect which are so apt to be its concomitants, is degrading the professions and lowering the character, if not tending to corrupt the morals, of our legislative assemblies. Success, then, to all movements calculated to promote the growth or advance the interests of our colleges.—*Pen. School Journal*.

**A GOLDEN LESSON TO TEACHERS**.—1. If you would have no drones in your school, talk at each recitation to the dulllest in your class, and use all your ingenuity in endeavoring to make him comprehend. The others, then, will be sure to understand.

2. Make each exercise as attractive as possible. Think out your methods beforehand, and illustrate freely.

3. Cultivate self-control; never be led into confusion, and above all be in earnest.

4. Be cheerful, and smile often. A teacher with a long face casts a gloom over everything, and eventually chills young minds and closes young hearts.

5. Use simple language when you explain lessons. Long words are thrown away in the school-room.

6. Thoroughly test each pupil on the lesson, and do not be afraid of repetition. Review every day, or much time will be lost.

7. Do not try to teach too much; better teach a little and teach it well.

8. Endeavor to make your pupils understand the meaning of what they study. Probe the matter to the bottom, and get at the real knowledge of your scholars.

9. Cultivate the understanding, and do not appeal directly to the memory.

10. Lay the foundation of knowledge firmly and well.

11. Impart right principles and lead your pupils to a higher level, to a nobler range of thought. Endeavor to accomplish all that skill, intelligence, and love can suggest.

12. Teach your pupils to fight manfully in the warfare of good against evil, truth against error, and, above all, let the eternal principles of right and wrong govern your own life, and form a part of your own character. If you do this, you will "sow beside all waters, and eventually bring home your sheaves rejoicing."—*Maine Ed. Journal*.

**CO-EDUCATION**.—After thirty-two years experience, Dr. Woolworth writes:

"1. The co-education of the sexes has been favorable to good order and discipline.

"2. A mutual stimulating influence has been exerted on scholarship.

"3. There have been no scandals—at least not more than may exist between the members of a school limited to one sex, and the outside world.

Principal Armstrong, of the Normal School at Fredonia, N. Y., says:

"My observation shows that the morals of students of either sex deteriorate, apparently, in proportion to the rigor of the separation of the sexes. The same is true of their delicacy of feeling, their sense of honor, and their love of truth.

"In all mixed seminaries and academies where social intercourse of the sexes was either forbidden or largely restrained, the ladies lost in prudence, delicacy, and truthfulness, even faster than the gentlemen.

"For many years my views of school government have been much more liberal than the common practice would justify. In this Normal School I allow, and even encourage, all the freedom of intercourse between the sexes, which would be allowed in a well-regulated family.—*Am. Ed. Monthly*.

**COURSE OF STUDY FOR UNGRADED SCHOOLS**.—We are glad to notice an increasing recognition of the necessity of an authorized course of study for ungraded schools, for the guidance of school officers and teachers. California recently took a bold step to meet this want, and now the State Superintendent of Kansas submits and recommends a plan for grading country schools, with a complete course of study. In the preface to this course, Supt. McCarty states that the practicability of the scheme is "no longer a question to be decided by experiment," and he claims for Kansas the honor of inaugurating a plan which has since been extensively followed with gratifying results in a number of States.—*National Teacher*.

**TAKE A SCHOOL JOURNAL**.—Every teacher should subscribe for and carefully read some good school journal. No live teacher can afford to do without one, and a dead teacher should take one to bring himself to life. You need it for the new ideas it contains, and for the remembrance it awakens of old ones. If you are so thoroughly educated that you do not find much that is new in it, you need it to stimulate you and keep burning the fires of interest within you. The teacher's work is isolated; it lacks the stimulus that comes from the stir which is found in many of the other professions; in its place we need the regular visit of the educational periodical. Every teacher should take a *School Journal*, and study it. It is not only a disadvantage, but a discredit to be without it. From it you may see what is going on in the educational world; who are the leading educators of to-day; who are rising up to take their places when they are gone. From the perusal of its pages, you will catch the spirit of progress which it represents, and feel yourselves co-laborers with the energetic men and women who are working for the advancement of the great cause of public instruction.—*The Normal Monthly*.

In New England only seven per cent. of all the inhabitants above the age of ten are unable to read or write; yet out of that small minority of illiterate persons comes eighty per cent. of the criminals.

Terms of the JOURNAL, \$1 50 per year in advance.



## TALK IT OVER.

The "estimates" for school purposes for 1874-5 will have to be put in very soon.

In order to secure good teachers, arrangements must be made to pay them liberally and promptly. This can be done if school officers make arrangements in time. The poorest investment you can make is to hire a *cheap* teacher. They waste their own time and that of the children, and in many cases do *positive harm*. They are not wanted, because they are unprofitable.

## A Matter of Taste.

REV. HENRY WARD BEECHER says in reply to the question as to the morality of coloring the hair:

"We do not think it lies in the sphere of morality at all. It is a mere matter of taste; and every man has a right to his own liberty, whether to dye or not to dye. "But," it is asked, 'does not God make the hair black or gray?' God does it, to be sure; but in no other sense than he gives colic after cucumbers, indigestion after excessive eating, constipation after sedentary habits, rheumatism after exposure to cold and moisture, and premature age to men who have overtaxed themselves. Does anybody think it wrong to take medicine, as if it were an interference with divine Providence? Still more pat is the question, Ought he not to wear it as it grows? How about *cutting* it, then? Has he a right to meddle with Nature's length of the hair, and not with her *color*? Is it wrong to comb and part the hair? If Nature is to be strictly followed, how sinful the race has become by wearing clothes! No man was ever born with trowsers on! But let us get back to Hair Dye. If a man is young, and from some peculiarity of constitution, or by reason of sickness, is prematurely gray, whether he shall dye his hair or not is a matter of his own. If he will be the happier for it, let him do it. If his wife will love him any better, or if she will be made any happier, in the name of Love let him dye. Family happiness is a great blessing to be purchased at so small a cost."

## Our Teachers' Bureau.

Those desiring teachers are requested to state—

- 1st, Salary paid per month;
- 2d, Length of school term;
- 3d, Qualifications required.

Teachers desiring positions will also state—

- 1st, Their age;
- 2d, How much experience they have had in teaching;
- 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *two dollars in advance*, for inserting their application.

## TEACHERS WANTING SITUATIONS.

245. A French gentleman with twenty years' experience teaching in high schools and seminaries in this country, is now prepared to give thorough instruction in Mathematics and French in a good school. Best references given.

We want an agent for this paper at every post office in the United States. Write us for our premium lists.

The regular subscription price of the *American Journal of Education* is \$1.50 per year, invariably in *advance*. We stop all papers when the term for which they have been paid for expires. We have no club rates. See our premium lists.

## Agassiz's Successor.

A correspondent of the New York *Evening Post* says: "It will be interesting to the public to know that in pursuance of the terms of the deed under which the endowment of the Penikese School was effected, the deceased professor before his death nominated his son, Alexander Agassiz, to succeed him as the president and director. A better augury for the future success of the institution could scarcely, in the absence of the professor himself, have been given, since there are few men in the country upon whom the mantle of the father could so aptly have fallen as that father's son."

## NEW MUSIC.

C. H. Ditson & Co., New York, send us, through Balmer & Weber, of St. Louis, the following pieces of new music:

"Old Canoe." Song and Chorus. Webster. 40c.

"The Mother and Her Child." Crouch. 50c.

"Words, Vain Words." Gabriel. 30c.

"L'Ombre (The Shadow). Bass Song. 40c.

"Ah, Fly with Me." (Fuggiano gli ardori.) Duetto for soprano and tenor. From Aida. 40c.

"Oh, Skies of Tender Blue." (Oh! Cieli Azzurri.) Romanza for soprano. From Aida. 60c.

"Always." Claribel. 30c.

"The Snow Lies White." Claribel. 30c.

"Voices Holy." Claribel. 30c.

"Yes, We Must Part." Claribel. 30c.

"You Came to Me." Claribel. 30c.

"Song of a Boat." Claribel. 30c.

"My Beautiful for Thee." Song and Chorus. Webster. 30c.

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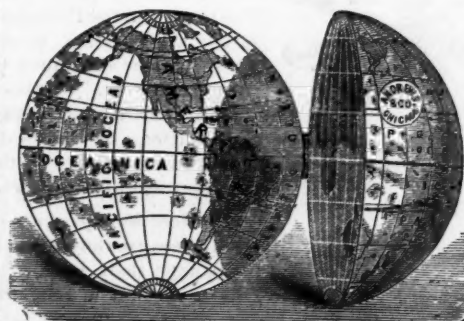
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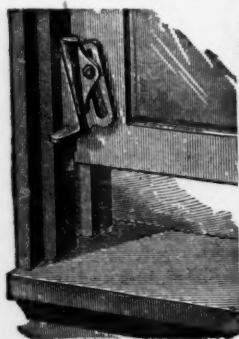
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